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This monograph, developed to provide some ideas about the initial considerations of an agency contemplating the use of auxiliary personnel, describes the types of auxiliary positions that might be established, administrative planning necessary and the factors to consider in developing and establishing the positions. The decision to use auxiliary personnel is based on the conviction that there are differential needs of clients that may be met by persons with an educational and experience background in fields other than social work. Auxiliary positions relating to administrative procedures are: administrative aide, research and statistical assistant, and welfare assistant. Those in direct service to the clients might be a household helper and homemaker, or a neighborhood worker. Specific details are described for assessment of needs, scope and content of services, analysis of organization and staffing patterns, restriction of jobs, written politices, supervision and training, program evaluation, and community relationships. Illustrative job specifications for use in the development of class specifications for auxiliary positions for family services in public welfare agencies are included, together with information on how to adapt and interpret them to reflect specific programs, job content, and agency organization. (FP)

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UTILIZATION OF AUXILIARY STAFF IN THE PROVISION OF FAMILY SERVICES IN PUBLIC WELFARE

DECEMBER 1965

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF THE SECRETARY
Division of State Merit Systems

WELFARE ADMINISTRATION
Bureau of Family Services

FOREWORD

The Bureau of Family Services has long been concerned about utilization of staff in public welfare agencies administering public assistance programs. A staff committee has been engaged in developing guides that State or local agencies may use in developing staffing patterns.

The focus in this monograph is on the development of various types of jobs auxiliary to administrative and social work jobs in order to carry out broadened services to the client population of the public assistance programs. The duties of these jobs are such that they may be filled by personnel with less than a college education.

We recognize that there should be opportunity for experimentation in the imaginative use of such staff and hope that these suggested guides will be useful to State and local agencies as they plan for employing auxiliary staff. If an agency should decide to experiment with the use of auxiliary staff, we recommend review of Chapters I and II of the monograph on Utilization of Social Work Staff With Different Levels of Education for Family Services in Public Welfare in connection with the planning for use of auxiliary staff.

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CHAPTER I

ADMINISTRATIVE PLANNING FOR THE USE OF AUXILIARY STAFF IN PUBLIC ASSISTANCE PROGRAMS

There are tasks in the social welfare field which can be performed equally well and often better, by staff other than the social worker. Some services which a public welfare agency may choose to offer are not specifically a part of the social worker's function. In view of the widespread interest in training personnel to furnish auxiliary services in community agencies, this monograph was developed to provide some ideas about what an agency should consider in planning to augment its program by using such staff. However, auxiliary staff does not substitute for staff required to fulfill the agency's obligation to carry out the program for which it was legally established. Thus, in small local agencies with few social workers it may not be practicable to employ auxiliary staff.

This monograph discusses briefly the types of auxiliary positions that might be established, the administrative planning necessary, some factors to consider in developing and establishing the positions, and illustrative class specifications. Neither the factors for consideration in administrative planning nor the illustrations of class specifications are intended to be inclusive or to substitute for the careful planning that must be carried on by State and local departments and merit system agencies developing the positions. Rather, the material is intended to serve as a guide in that planning.

The social welfare manpower study, the public wocial welfare personnel report, 1/ and requirements for program expansion resulting from the Social Security Act amendments since 1960 -- especially the 1962 amendments for broadened services -- have highlighted the personnel shortage in departments of public welfare. Several ways and means of attacking and alleviating the problem have been proposed. These include development of the two career lines for social work positions (see "Utilization of Social Work Staff with Different Levels of Education..."), establishment of conditions which are conducive to recruitment and retention of staff, expansion of staff development and training programs, and realignment of staffing patterns whereby a wider range of manpower resources is made available for meeting the differential needs of clients and also for providing a base for a work career.

1/ Salaries and Working Conditions of Social Welfare Manpower in 1960. A survey conducted by the U. S. Department of Labor Statistics in cooperation with the National Social Welfare Assembly, Inc., and the U. S. Department of Health, Education, and Welfare.
Public Welfare Personnel - 1960 - Joint Report of the Bureau of Family Services and the Children's Bureau of the Welfare Administration, U. S. Department of Health, Education, and Welfare

For many years public and voluntary social agencies have used auxiliary personnel in imaginative ways to facilitate the social worker's job. Although titles, experience, and educational backgrounds varied, generally the basic function of these assistants was one of a facilitating service to clients; they performed certain tasks not requiring the special skills of the social work staff. Public welfare agencies have tended to use auxiliary personnel in performing tasks of a clerical and procedural nature, whereas voluntary agencies have made use of their skills in providing selected direct services to clients.

From the experience gained in past experimentation, State and local public welfare agencies will want to give additional thought and planning to maximizing the contribution staff in auxiliary positions can make to improve agency services. The decision to use auxiliary personnel is based on the conviction that there are differential needs of clients that may be met by persons with an educational and experienced background in other than social work. A new look should be given to all possible places where such personnel may augment on-going work in the agency. Experience has shown that utilization of a variety of auxiliary personnel properly trained and coordinated to perform specialized tasks would result in more efficient use of social work personnel and provide better service to the client.

Types of Auxiliary Positions

Generally, the auxiliary positions that might be established in public welfare agencies would be of two types: one, those that are administrative in function, that is, assigned tasks directly related to administrative procedures necessary to provide services, and two, those that involve direct service to clients. The direct service positions may encompass a category of neighborhood worker, or they may be established as a separate class. Illustrative specifications are included at the end of this chapter.

I. Administrative Procedural Service

Several classes of positions in this field may be utilized in State or local offices. Two are suggested:

A. Administrative Aide - A staff member who would perform a group of related tasks that are essentially administrative and clerical in nature but are parts of the social worker's job. The major function of personnel in this position is to provide direct services to the social work staff. In assuming major responsibility for clerical tasks the aide understands the procedural operation of the tasks assigned.

B. Research and Statistical Assistant, Welfare Assistant - These are titles illustrative of a type of administrative assistant position. They require a higher level of responsibility and judgment than the administrative aide. It is possible to use positions of this type in a variety of settings in a local agency or the State office.

Assignments might include maintenance of the agency's social service directory and resource file, changes in court procedures, and informing social service staff of changes affecting case planning; or work as an assistant to field supervisors and agency specialists. An example of the latter would be an assistant working with the medical review team, or as library assistant to staff development personnel. The Research and Statistical Assistant is an example of a type of administrative assistant of this order. The Welfare Assistant is an example of how this position might be used in the social service department of a local agency.

II. Direct Service

Classes of positions here relate primarily to local offices and would provide a variety of direct and indirect services which are appropriate for the agency to furnish in assisting families or individuals. Two are suggested:

A. Household Helper and Homemaker - Staff members in these positions would function as an out-reach of the agency, serving clients in their own homes or facilitating their movement about the community. Distinction can be made between Household Helper and Homemaker.[2/] Many persons have the ability to direct the management of their homes, but do not have the physical capacity to do the necessary work. Under these circumstances, Household Helpers would perform routine time-limited tasks under the client's supervision. Household Helper positions may be filled either by men or by women, depending on the nature of the duties to be performed; whereas Homemakers are generally recruited from the female population.

Homemakers may perform many of the same housekeeping tasks as Household Helpers. However, the essential element of the Homemaker's work is the understanding they bring to the family or the individual situation, and the degree of responsibility for care and assistance which they are able to assume.

B. Neighborhood Worker - Forming either a part of a direct service class or an independent class, staff would function through informal contacts in neighborhoods to help individuals and families

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2/ HB IV-4244.51 - Social Service in Public Assistance - Homemaker Services. Homemaker Services in Public Welfare: The North Carolina Experience, U. S. Department of Health, Education, and Welfare, Welfare Administration, Bureau of Family Services. Report of the 1964 National Conference on Homemaker Services, New York, National Council for Homemaker Services, 1964.

make use of public welfare services, and to find neighborhood leadership, encourage it, and give it direction. In public welfare agencies these positions would be directed primarily toward utilization of public welfare services and community resources appropriate to individual and family needs.

Administrative Planning

Any modification of the staffing patterns of an agency should begin with program and organizational decisions relative to program objectives and organization. Formulating objectives for the undertaking and determining the steps necessary to attain them is something in which everyone in an organization is interested and concerned. Since any change, modification, or new proposal ultimately affects staff functioning, appropriate staff should be made aware of and take part in the administrative planning. Probably there is no work more important in the development and successful implementation of an undertaking than "planning." <This involves the assessment of agency and community services, the identification of gaps, the realistic anticipation of future problems, the analysis of strategy, and the correlation of strategy and detail.> Successful planning cannot be achieved unless every component of the organization contributes its share to the total result. The practical operation of the planning process requires administrative leadership combined with frequent, informal meetings between individuals charged with specific areas of responsibility. The process must be a two-way street in which there is discussion of the effects the proposal would have on every aspect of administration, program development, issuances of instructions and manuals, supervision, training, or fiscal matters.

Attention is thus directed to the administrative planning public welfare agencies need to undertake in developing, establishing, or realigning auxiliary positions, if maximum and constructive use is to be made of the personnel employed and if benefits to clients are to be derived in implementation of the auxiliary services.

Agencies should determine the range of clients' needs for services, progressing to the kinds of auxiliary services that would supplement the agency's social work services. This determination involves availability and adequacy of staff to carry out the program properly, as well as differentiation of the specific needs to be met through each of the agency's service methods, such as social work, volunteer services, and the related auxiliary services. While some of the on-going service activities and those of auxiliary staff may be in the same area, the differential lies in the scope and purpose of the service activity. For example, some of the auxiliary direct services concern activities that are also appropriate to volunteer service. However, volunteer services may be more appropriate in many instances because they uniquely epitomize, for the clients served, the

interest, concern, and often the resources of citizens in the community, and provide a major avenue to the development of citizen and community understanding.

The scope and content of the agency's total services and the goals and purposes of the auxiliary services should be clearly stated and specifically interrelated. In broad terms, the cost, quality, and time limits for achieving them should be established. Appropriate staff should be involved in evaluating the need for auxiliary staff, and the contribution such staff could make to achieving the agency's objectives with maximum effectiveness.

There would need to be an analysis of the organization and staffing plan for possible restructuring of jobs. (See Chapter II: "Using the Guides for Class Specifications for Auxiliary Positions for Family Services in Public Welfare".) Planning and building the organizational structure may involve several models, including a multifunctional approach. Such an approach may be through the establishment of a series of job categories essential to the services the agency offers or intends to provide. Different situations will suggest different utilizations, and jobs can be defined in functional terms to permit effective use of staff with different educational backgrounds. The agency will need to consider the extent of position changes, position descriptions to be developed, their approval, recruitment of applicants, the examination and selection process, and the time limits necessary to complete these steps.

The agency must clearly specify that auxiliary staff are employees under the merit system, distinct from individuals working on community work and training projects or serving as volunteers.3/ As employees under the merit system, they are entitled to the same benefits and obligations as other agency employees.4/ Among these are retirement, unemployment compensation, health and hospital benefits, annual leave, educational leave for specialized training, and liability and property damage insurance. Liability insurance is of particular importance for direct service personnel when their duties involve direct contact with clients in entering their homes or transporting them.

Job functions, duties, and responsibilities of all positions should be defined in considering use of auxiliary personnel. It is from the analysis of these position functions that parts of the social work job and supplementing services not requiring the skills of the professional or other administrative persons can be determined for assignment to auxiliary personnel.

3/ HB IV-4244.53, Volunteer Service; and Principles and Guides for Volunteer Services, U. S. Department of Health, Education, and Welfare, Welfare Administration, Sept. 30, 1964. HB IV-3460, Community Work and Training Programs, and Supplement B.

4/ HB V-4440.01, Personal Services - Employee Benefit Plans - General.

There will need to be identification of duties performed by social work and other staff within the existing structure of the agency. Consideration should be given to possible problems developing from use of auxiliary personnel in coordinating work, and following prescribed channels of communication within and outside of the agency.

Written policies should define the auxiliary function and activities. Procedures should provide for efficient flow of work, and for effective communication of information. Plans should be made for adequate office space, equipment, supplies, and facilitating services.

Consideration should be given to other aids and facilitating services the agency has established or plans to establish, such as work simplification and procedural methods, to prevent delay and red tape in accomplishing program purposes.

Supervision and training should be continuous and adequate, and equal in quality and quantity to that in other divisions or units.

Supervision should be limited to one person. If, in the organizational pattern, an administrative aide or a welfare assistant is assigned to a unit of social workers, supervision by the unit supervisor, rather than by the various social workers in the unit, would be conducive to maximum productivity and an orderly flow of work.

Supervision of the neighborhood worker positions should be provided by staff in the social work series, including personnel with a specialty in group work or community organization and having knowledge of, and responsibility for, the expected outcome from the tasks assigned.

In reference to the non-professional and non-administrative neighborhood workers, sometimes referred to as indigenous personnel, some principles concerning training and effective use are emerging. Content concerning their roles, rights, and responsibilities, and relevant agency regulations and procedures needs to be taught early and reiterated as they move into their work. On-the-job practice concurrent with class room teaching should begin within the first week, so that the individual applies what is taught and learns by doing, as well as by seeing the reality of a job to be done. Supervision using the group discussion method provides for colleague sharing and does not place the supervisee in a one-to-one relationship which many such workers have not known in their previous life experience and do not know how to use productively. Supervisors need to be constantly alert to role confusion that may arise between such workers and the professional staff. Frequently the professional staff may be reluctant to relinquish certain functions they have performed in the past, and thus fail to support the new staff or consider new ways of working.

Agencies should periodically plan to review and evaluate the operations of the new auxiliary services in terms of their purpose and consistency with objectives, revising or curtailing, where necessary and appropriate,

for improvement. In order to make objective judgments regarding the effectiveness of the services, the agency should provide for reporting. Reporting should have the objective of fulfilling a necessary or valuable purpose, and the information reported should be used. Reporting which duplicates information available elsewhere should not be required.

Public interpretation and community relationships are involved in the planning, inasmuch as services are a part of the agency's responsibilities, and the public welfare agency is a community agency. The agency must work with all other community agencies and use them effectively. Other agencies need to be informed regarding the current program and services of the public welfare agency. Careful attention should be given to interpreting the variety of services and the responsibility of the many representatives of the agency with whom other agencies and individuals might come in contact, as a part of the public relations program of the agency.

In summary, the past few years have brought many changes in the philosophy of welfare administration and in basic welfare legislation. Legislative changes create a need for organizational modifications in the administrative agency which, in turn, call for revisions in its classification plan. The objectives of the program are reflected in the agency's organization. New divisions are created, others are shifted in emphasis or distributed throughout other branches. Duties and responsibilities of staff, in turn, are changed. The classification process follows program and organizational decisions. In this way, class specifications which accurately reflect the job content, the program, and the organization serve their purpose as aids to improved administration.

CHAPTER II

USING THE GUIDE FOR CLASS SPECIFICATIONS FOR AUXILIARY POSITIONS FOR FAMILY SERVICES IN PUBLIC WELFARE AGENCIES

The specifications included in this publication should be regarded as guides or illustrative materials to be used by State and local welfare officials, in conjunction with personnel specialists, in the development of class specifications for auxiliary positions for family services in public welfare agencies. They should not be regarded as ready-made substitutes for the careful planning and technical work which must be carried on at the time of installation or revision of a classification structure for the public welfare agency. Class specifications will not serve their proper purpose as aids to improved administration unless they reflect accurately the program, job content, and organization which exist, or have been planned and approved by responsible program officials. The classification process should follow, rather than precede, program and organizational decisions. A vitally necessary first step in the establishment of a classification structure in any occupational area is consideration and resolution, insofar as possible, of program objectives and organization.

The specifications should not be interpreted as requiring adherence either to a uniform classification structure or to a single type of organization or procedure. The classification structure suggested in the guide is intended to reflect the kinds and levels of work that would be found in a unit organized along the lines which leading authorities in the field of welfare accept today. Thus it is possible that some jurisdictions may be able to use the suggested framework without substantial modification. In some cases, however, adaptation will be necessary, depending upon such factors as the scope of the program and the size of the organization. In instances where a new organization and new positions are involved, the specifications would need to be developed by State and local staff having a comprehensive knowledge of the State and local programs.

The Classification Process and Its Uses

The basic technique of position classification is the grouping together, in categories or classes, of those positions which are sufficiently similar in duties and responsibilities so that they can be treated alike for various administrative purposes.

The most important use of the classification plan is its application in personnel administration. It is a tool in recruitment of qualified applicants. It is essential to the development of a valid examination program. The written examination should test for job-related knowledges and mental abilities, while the oral examination and the evaluation of

references should assess those personal qualities necessary for effective interpersonal relations. The education and experience requirements are necessary to determine who is eligible for admission to the examination. Education and experience may be a weighted part of the examination and be rated as to quality and extent.

A classification plan also provides standard titles and a common language for personnel actions and budgeting. It is an aid to supervision and staff evaluation. It is the foundation for the development of a sound salary plan. If the levels of responsibility are clearly defined they will serve as an aid in providing for consistency of salary ranges as well as a guide to what the salary ranges should be in the total jurisdictional salary plan. The classification plan is useful in encouraging employees to plan a career in the agency by pointing up the opportunities for broader responsibilities and the requirements for advancement.

Developing and Revising Classification Plans

The review and revision of the classification plan for welfare positions should involve the utilization of a number of resources and techniques in addition to the guide specifications. After policy decisions have been made about the organization of the program, job descriptions should be prepared describing the individual duties and responsibilities and should be supplemented by background information including supervisors' comments, program statements, organization charts, reorganization plans, and other similar materials relating to the function. The development, from this information, of a workable classification scheme necessarily involves a cooperative effort between the program officials and any personnel specialists in the public welfare agency and the merit system agency. In order to have maximum value, the specification should conform to the established format used in the jurisdiction and should include all features which program and personnel specialists in that State are accustomed to utilizing. The responsibility for the actual writing of the specifications may be a function of the classification staff of the merit system agency.

The guide specifications can be most useful at two points in the development or revision of the agency classification structure. After initial review of the job and program information, program and personnel specialists can consult the guides as one possible approach to setting up a class series, which is a sequence of related classes covering all levels in the occupational area and arranged in ascending order of difficulty and responsibility. Once the basic class structure is decided upon, the guide specification can be a tool in the preparation of the various sections of the specification and, in some instances, may provide the actual language used. Caution must be exercised, however, to avoid adopting language from the draft specifications which does not represent the facts concerning the program as it is in the jurisdiction.

Most specifications begin with a definition. This should be a clear, concise statement of the major responsibilities of positions in the class which will be meaningful to persons not familiar with the service.

Supervision received and exercised by incumbents of positions in the class should be clearly stated so that an organization chart could be developed from these statements.

There should be a sufficient number of examples of work, starting with the more responsible, to cover the range of activities but not the detailed tasks. Each example should be expressed in the same grammatical form; for example, in the sample specifications each duty is introduced with an active verb.

The minimum qualifications should include statements of education and experience essential to effective functioning in the class or position. It should be remembered that these are minimum requirements, and they should not be so narrow as to rule out all except those with an ideal background.

The minimum qualifications should also include those knowledges and abilities which the personnel should have gained through the required education and experience, plus the personal characteristics necessary for effective performance. In describing the level of knowledge, a consistent pattern should be followed. There are many terms that may be used: in the sample specifications in this monograph we have used two levels, "some knowledge," and "knowledge." The requirements should be specific enough to be used by the merit system and by the agency in reviewing the applications of candidates.

Finally, it is worth re-emphasizing that it is important to utilize all available resources in developing a classification plan. The departmental personnel office and the merit system office should be brought in at the planning stage. They should be informed of the purposes of proposed modifications in the classification plan, and inquiry should be made of them about agency personnel or merit system procedures which are applicable. Other resources are the regional representative, Bureau of Family Services, and the regional representative, Division of State Merit Systems, of the U. S. Department of Health, Education, and Welfare. The draft specifications in this booklet also constitute a resource.

As noted before, these specifications should be considered a guide and not a substitute for professional social work and personnel staff judgments within the jurisdiction, taking into account the needs and complexities of the program.

The administrators of State and county welfare agencies may find that the time devoted to a better classification plan for the agency is worthwhile. Such a plan, reflecting program needs and including realistic position specifications, should be valuable in the administrative process and in the development of professional standards.

ILLUSTRATIVE JOB SPECIFICATIONS
FOR
AUXILIARY PERSONNEL

ADMINISTRATIVE AIDE

DEFINITION

Performs responsible tasks which are related to client needs but which are of a routine nature. Performs administrative and clerical work related to provision of social services and eligibility determination. Works under close supervision of a unit supervisor of social workers.

EXAMPLES OF DUTIES

Receives inquiries from clients, provides information, and refers problems to the direct service worker.

Secures, from pre-determined sources, and verifies for accuracy and completeness, collateral data used by the direct service worker.

Maintains appointment schedules for the direct service worker, keeping the worker informed of his appointments and cancellations.

Enters information and maintains housing resource and job opportunity files.

Keeps face sheets current and enters factual data in case files.

Prepares and expedites agency forms as directed by the direct service worker.

Maintains the worker's control system for periodic case reviews; school, medical, and statistical reports; and medical, psychiatric, and dental appointments.

Provides information and escort services to clients.

Keeps records of his own activities and observations relating to clients for use by the worker in agency reports.

Provides forms for use by clients; assists clients in completing required forms and securing necessary documents.

Performs related duties as assigned.

MINIMUM QUALIFICATIONS

Education

Graduation from an accredited high school.

Knowledges and Abilities

Some knowledge of social conditions in the community.

Some knowledge of the role of the agency in the community.

Ability to establish relationships with people.

Ability to gather and record simple facts accurately.

Ability to communicate orally and in written form.

RESEARCH OR STATISTICAL ASSISTANT

DEFINITION

Collects, tabulates, and summarizes data for regular reports prepared within established guidelines. Receives close supervision from the research statistician on new assignments but works independently in assigned areas.

EXAMPLES OF DUTIES

Gathers data from appropriate source records for use in agency reports, surveys, and plans.

Organizes and presents data in an understandable and meaningful manner.

Performs preliminary review and compilation of statistical data gathered for State and Federal reports.

Performs preliminary preparation of instructions for data collection and processing for reports and special studies.

Codes and performs preliminary processing on prescribed data collected in "open-end" questions on special study questionnaires and schedules.

Performs related duties as assigned.

MINIMUM QUALIFICATIONS

Education

Graduation from high school and completion of two years of education at an accredited university, college, or junior college. Two years of experience as a statistical clerk working on a research project or basic records may be substituted for one year of education on a year for year basis up to two years of education.

Knowledges and Abilities

Some knowledge of elementary statistics.

Some knowledge of social and economic conditions in the community.

Some knowledge of welfare practices.

Ability to work independently and exercise judgment.

Ability to gather facts and report them accurately.

Ability to learn and apply elementary research and statistical concepts, methods, and procedures.

Ability to write simple reports.

WELFARE ASSISTANT

DEFINITION

Performs responsible administrative tasks related to eligibility determination and social services for welfare clients. Receives close supervision from social work supervisor on new assignments but assumes independent responsibility for designated procedures.

EXAMPLES OF DUTIES

Verifies selected eligibility factors in all programs by checking facts predetermined by the direct service worker.

Reports a need for information or additional search when the information is insufficient, inadequate, or incomplete.

Observes and defines clients' housing conditions, in response to specific requests, and submits reports on observations.

Guides, escorts, and transports children on educational and recreational trips to museums, parks, and exhibits as planned by the direct service worker.

Processes burial claims and determines whether payments are allowable and available from sources such as Old Age, Survivors, and Disability Insurance or Veterans Administration.

Performs records check, such as property or insurance.

MINIMUM QUALIFICATIONS

Education

Graduation from high school and completion of two years of education at an accredited university, college, or junior college. Two years of experience as an administrative aide may be substituted for one year of education up to two years of education.

Knowledges and Abilities

Some knowledge of basic psychology.

Some knowledge of social and economic conditions in the community.

Some knowledge of welfare practices.

Some knowledge of gross symptoms of physical disability.

Ability to work independently and to exercise judgment.

Ability to establish relationships with clients.

Ability to gather facts and report them accurately.

Ability to write reports.

HOUSEHOLD HELPER OR HOME AIDE

DEFINITION

Performs, and assists families or individuals in performing time-limited, task-centered services during those periods when the responsible adult is ill, physically limited, necessarily absent, or occupied with other responsibilities. Task direction is provided by the client. Administrative supervision is provided by a supervisor of homemakers.

EXAMPLES OF DUTIES

Stays in the home with homebound aged or ill persons when the responsible adult must be absent for short periods of time.

Helps clients in maintaining a clean and neat household by performing such tasks as sweeping, dusting, mopping, and making beds.

Escorts clients to designated community facilities.

Babysits in client's home or in own home for short periods of time when the responsible mother must be temporarily absent.

Empties trash and garbage cans when the responsible adult is physically unable to do so.

Performs specific shopping tasks.

Maintains and improves the client's living conditions by performing such tasks as cleaning and waxing floors and furniture, and cleaning and washing windows.

Assists clients during relocation from one residence to another by packing and unpacking personal belongings, household materials, and other equipment.

Performs related duties as assigned.

MINIMUM QUALIFICATIONS

Education and Experience

Completion of six years of schooling, and two years of experience involving the care and welfare of children, the ill, or the aged or running a household or making minor household repairs. Additional experience may be substituted for education on a year-for-year basis.

Knowledges and Abilities

Knowledge of, and the ability to use, basic hand tools and/or household appliances.

Ability to read and understand English.

Ability to follow instructions.

Ability to establish relationships with clients.

Special Requirements

Good physical and mental health.

HOMEMAKER

DEFINITION

Provides families or individuals with personal care and emotional warmth while performing household and home management functions to strengthen or maintain family life and promote capacity for self-dependency or self-care. Duties are performed under the supervision of a social worker.

EXAMPLES OF DUTIES

Helps the responsible adult to organize and perform household tasks requiring skill or knowledge, such as budgeting of money and time; meal planning; and household task planning.

Preparesmeals, makes necessary household purchases, and maintains the household.

Improves clients' capacity to care for the family by demonstrating how to prepare wholesome and appetizing meals.

Stays with, looks after, and arranges suitable activities for children, the aged, or the ill.

Feeds and dresses children, and assists them with care for other personal needs.

Performs related duties as assigned.

MINIMUM QUALIFICATIONS

Education and Experience

Completion of eight years of schooling, and four years of experience in the organizing and running of a household and the care and welfare of children, the aged, or the ill. Additional experience may be substituted for education on a year-for-year basis.

Knowledges and Abilities

Knowledge and ability to organize and manage a household.

Some knowledge of, and ability to use household appliances.

Ability to read and write English.

Ability to follow instructions and to learn from experience.

Ability to establish relationships with clients.

Special Requirements

Good physical and mental health.

NEIGHBORHOOD WORKER

DEFINITION

Provides neighborhood residents with information concerning available welfare resources, and supports and helps them to take needed action. Provides information regarding the neighborhood to the welfare office. Duties are performed under the supervision of a social worker.

EXAMPLES OF DUTIES

Initiates, renews, and maintains open channels of communication between the welfare office and neighborhood residents.

Provides staff members with information regarding the needs, resources, and problems of the neighborhood, based on first-hand observation, informal interviews, and personal experience.

Supplies needed information to neighborhood residents regarding the services and resources of the welfare office.

Guides and assists neighborhood residents to a knowledge and understanding of available and appropriate community services and resources.

Helps neighborhood residents to utilize the services of the welfare office and other appropriate community agencies.

Accompanies direct service worker on visits to the client's home and accompanies clients to the agency for office interview.

Visits neighborhood residents and merchants and develops information on available housing and employment opportunities.

Maintains after-hours service for clients with emergency problems - referring them to sources of help or to a staff member.

Assists clients in the process of moving to, and becoming established in, a new residence or neighborhood.

Performs related duties as assigned.

MINIMUM QUALIFICATIONS

Education

Completion of eight years of schooling or any employment characterized

by 1) knowledge of the neighborhood of the type to be served and its culture and 2) frequent contact with the residents of the neighborhood, or volunteer experience characterized similarly, such as a church worker, school worker, recreation worker, etc. or completion of a community work-training and experience program as a neighborhood worker. Employment may be substituted for education on a year-for-year basis.

Knowledges and Abilities

Knowledge of a neighborhood of the type to be served.

Some knowledge of community service programs.

Ability to follow instructions and to work independently.

Ability to establish relationships with clients.

Ability to learn agency procedures and community resources.

Special Requirement

Willingness to work odd hours.